

DRAYTON PARK SCHOOL

SEND POLICY

September 2024

Status:	Statutory
Approved by:	Governing Board
Date:	September 2024
Review:	In line with annual SEND Information Reports

Legislation:

Maintained schools – The Education (Special Educational Needs) (Information) Regulations 1999: SI 1999/2506.

Academies and free schools – Section 1(8) of the Academies Act 2010.

Also see The Special Educational Needs Code of Practice

Our school is committed to meeting the needs of all pupils. Our expectation is that children who have special educational needs and disabilities (SEND) will receive an education that enables them to achieve their best and become confident individuals living fulfilling lives.

Aims and Objectives

This policy accepts the definition of Special Educational Needs (SEN) as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014.

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and/or disabilities.

All staff and governors in the school are aware of the importance of identifying and providing for children who have SEND.

The Headteacher and SENCO will report annually to governors on the policy and effectiveness of the school's work for pupils with SEND.

All staff will ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

This policy should be read in conjunction with the school's SEN information report that sets out in more detail the school's offer to meet the needs of children with special educational needs.

Responsible Persons

The 'responsible person' for SEND is the Headteacher, Annabelle Kapoor. The person co-ordinating the day to day provision of education for pupils with SEND is the Inclusion Manager with SENCO responsibilities, Emma Dutton.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such, the school adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice.

- All children will have quality first teaching of a broad and balanced curriculum. This curriculum will be differentiated to provide appropriate challenge and opportunity for learning.
- Reasonable adjustments to this curriculum and the organisation of the class will be made in a timely way and the impact of teaching and learning will be assessed accurately.
- The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority.
- All children with SEND are afforded the same rights as other children in terms of their admission to school and access to educational opportunities within and outside the school.

Specialist Provision

We cater for children with a range of different needs, for example:

- **Communication and interaction** - e.g. speech, language and communication needs (SLCN) Autism Spectrum Condition (ASC), Asperger's Syndrome
- **Cognition and learning** - e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD), global developmental delay, dyslexia, dyscalculia and developmental coordination disorders (dyspraxia), profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)** - e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorder
- **Sensory and/or physical needs** - e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), Cerebral Palsy (CP), epilepsy.
- **Medical needs** - Where pupils have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their healthcare plan if they have one. We will also follow the statutory guidance on supporting pupils at school with medical conditions.

Access to the Curriculum

The curriculum will be made accessible for all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted to support the child. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The both schools will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of SEND.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response: SEN Support

The school offers high-quality teaching and an adaptable curriculum. The learning, behaviour, progress and well-being of all pupils is reviewed termly by the class teaching staff, together with the SENCO and a member of the Senior Leadership Team. If a pupil is struggling to make expected progress, the school follows an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, as well as to identify any learning difficulties. Following assessment, we will put a plan in place detailing appropriate interventions, such as:

- Adaptations to classroom organisation and management
- In-class support by teaching staff e.g. further support in an area of difficulty, more regular practice of certain skills, practical resources to scaffold independent work.
- Small group work
- Home/school reading schemes
- Behaviour modification programmes such as individualised behaviour plans and rewards
- Use of specialist equipment to assist learning, for example writing aids and physical equipment
- Alternative teaching strategies – etc multi-sensory, personalised topics etc

The plan will be outcome-focused and will set out review arrangements.

The resources deployed to help the child achieve the agreed outcomes will be captured in an individual plan, within a Provision Map. Parents and children will be involved in developing individual plans.

Identification, assessment, planning, intervention and review of children with SEND will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, Key Stage attainment tests, records from meetings. Where necessary, pupils will be referred to the SENCO for diagnostic testing to construct a profile of strengths and weaknesses.

Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed in a formal annual review.

Resources

The school is allocated a notional SEN budget annually and receives top up funding for children with EHCPs. These funds are mainly devoted to staffing costs, enabling the provision of quality first teaching in all classrooms for all children, thorough action planning and review of children's progress, in-class support for groups and individuals, additional learning opportunities, counselling, therapy and behaviour support. There is also provision to buy resources and equipment to help meet the needs of children.

Parent Participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs of their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always discuss with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their plans, according to their ability to understand and contribute. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is maintained with outside agencies, as listed in our SEN Information Report.

Arrangements for the Treatment of Complaints:

School staff will do their utmost to make sure that concerns and complaints are dealt with as quickly as possible. Parents and staff should follow the school's complaints procedure if they feel that staff have not dealt with their concern appropriately. If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order:

- The class teacher
- The SENCO
- The Headteacher
- The Chair of Governors

Workforce Development

In-service training needs related to special educational needs will be identified by the SENCO and Headteacher in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans, as reported by the school. In addition, evidence will be gathered regarding:

- Staff awareness of individual need
- Success of early help intervention
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Children's awareness of their targets and achievements